



Common College Completion Metrics
Data to Inform and Drive Improvements in College Completion

Harris-Stowe State University
2013 Metrics Submission

COMMON COLLEGE COMPLETION METRICS

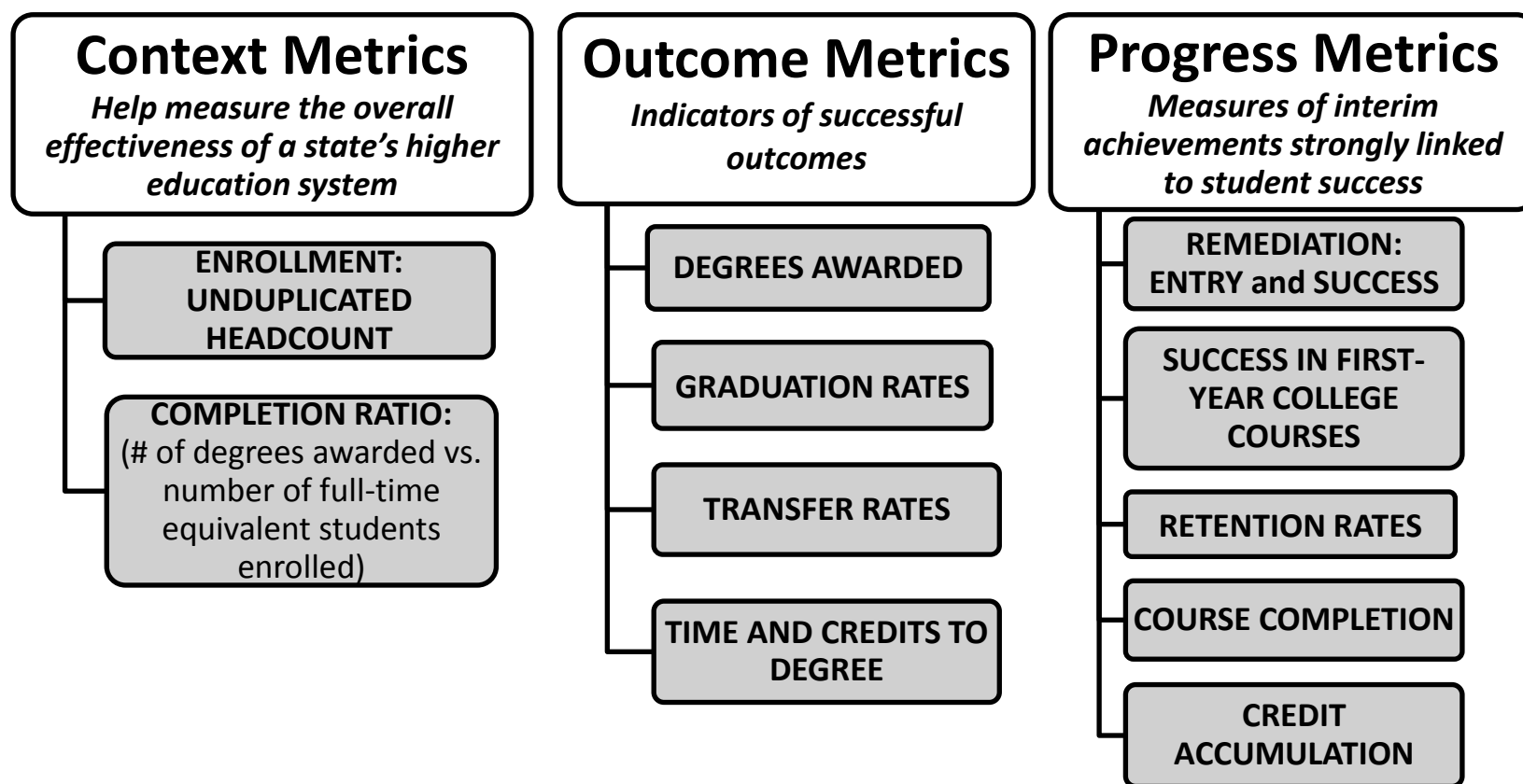
When states join the Complete College America Alliance of States they commit to use consistent data and progression measures to create a culture that values completion, including annual public reporting of benchmark and progress data. The Common College Completion Metrics were developed in 2009-10 by state and national experts in measuring student success, and they were first collected and reported by Alliance states in 2010-11. Identical metrics were adopted by the National Governors Association for the 2010-11 NGA Chair's initiative, Complete to Compete, which recommended that all states collect and report data on these metrics. ☐

Designed to provide a more detailed and nuanced picture of student progression to completion than federal IPEDS data, the metrics are divided into three broad categories: context metrics, outcome metrics, and progress metrics. The picture of student progression to completion is further enhanced by looking at the success of students in a variety of meaningful disaggregation categories, such as older students, transfer students, part-time students, students from traditionally underrepresented groups, and students who begin their college careers in remedial courses.

The common completion metrics data reported in this book were collected and reported by Alliance states in 2012 through a data collection system created by Complete College America and the State Higher Education Executive Officers. The ongoing collection and reporting of the metrics data will allow the Alliance states to measure progress toward their completion goals and provide a valuable resource for measuring progress across the Alliance states.

A GUIDE TO THE METRICS

The Common College Completion Metrics are divided into three categories. Context metrics are collected exclusively at the state level, while outcome and progress metrics are collected at both the state level and the campus level. At the state level, most metrics are broken out by institution type: two-year, four-year “flagship,” and other four-year. Outcome and progress metrics follow cohorts of students who enter college in the fall and are tracked over time.



COMMON COLLEGE COMPLETION METRICS

The Common College Completion Metrics are designed to provide a clear picture of the progress and outcomes of all undergraduate students, not just the first-time, full-time students measured by the federal graduation rate survey. The disaggregation categories also allow states and campuses to look closely at the progress and success of students who typically have not fared as well as “traditional” 18-year old students attending full-time at residential campuses. As such, the disaggregation categories provide a much more complete picture of the success of today’s students than is possible using federally collected data.

Gender

Race/Ethnicity

Income (Pell Grant Recipient Status)

Age at Entry (17-19, 20-24, 25 and older)

Entry Status (Full-Time, Part-Time, Transfer)

Remedial Course Enrollment Status

Degree/Certificate Goal

ENROLLMENT & COMPLETION

Context Metrics

Enrollment (Unduplicated Headcount- Four-Year)

	Full-Time First-Time and Continuing			Part-Time First-Time and Continuing			Full-Time Transfer			Part-Time Transfer		
	2005-06	2010-11	% Change	2005-06	2010-11	% Change	2005-06	2010-11	% Change	2005-06	2010-11	% Change
All Students	826	1,074	30.02%	585	415	-29.06%	157	159	1.27%	89	59	-33.71%
White Students	107	132	23.36%	45	50	11.11%	19	31	63.16%	12	DS	
Hispanic Students	DS	DS	-	DS	DS		DS	DS			DS	
African American Students	701	912	30.10%	531	351	-33.90%	132	119	-9.85%	76	52	-31.58%
Other Races*		16	-									

Completion Ratio: The ratio of degrees awarded to full-time equivalent enrollment

How to read completion ratios:
You'd expect approx. ½ (50%) of all FTE students in community colleges and ¼ (25%) in four-year colleges to earn a degree each year.

Four-Year Other		
FTE	Degrees Awarded	Ratio
1,344	141	10.49

Degrees Awarded

	Bachelor's Degrees		
	2005-06	2010-11	% Change
All Students	116	141	21.55%
White Students	24	24	0.00%
Hispanic Students		DS	
African American Students	90	111	23.33%
Other Races*	DS	DS	DS
Age 17-19 (directly from HS)	18	23	27.78%
Age 20-24	25	41	64.00%
Age 25 and Over	18	33	83.33%
Pell Grant Recipients (any time)	74	109	47.30%
Remedial Students (at entry)	DS	20	DS
STEM Disciplines	14	DS	DS

* "Other Races" may be underestimated due to supressed data in one or more race categories.

GRADUATION RATES (Percent Graduated)

Outcome Metrics

Bachelor's Degree-Seeking Students at All Other 4-Year Institutions

	2005 Full-Time Cohort				2005 Part-Time Cohort		
	Cohort	ON-TIME w/in 4 years	150% time w/in 6 years	200% time w/in 8 years	Cohort	150% time w/in 6 years	200% time w/in 8 years
All Students	224	DS	8.48%		68		
White Students	DS	DS	DS		DS	DS	
Hispanic Students	DS	DS	DS				
African American Students	213	DS	8.45%		67		
Other Races*	DS	DS	DS				
Age 17-19 (directly from HS)	198	DS	9.60%		53		
Age 20-24	20	-	-		DS	DS	
Age 25 and Over	DS	DS	DS		DS	DS	
Pell Grant Recipients (at entry)	15	-	DS		DS	DS	
Remedial Students (at entry)	104	-	DS		19	-	

Bachelor's Degree-Seeking Transfer Student Graduation Rate

	At All Other Four-Year Institutions			
	2005 Transfer Cohort			
	Cohort	w/in 4 years	w/in 6 years	w/in 8 years
All Students	233	11.16%	19.74%	
White Students	27	DS	40.74%	
Hispanic Students	DS	DS	DS	
African American Students	200	9.50%	17.50%	
Other Races*	DS	DS	DS	
Age 17-19 (directly from HS)	21	DS	DS	
Age 20-24	109	12.84%	22.02%	
Age 25 and Over	102	DS	17.65%	
Pell Grant Recipients (at entry)	96	DS	19.79%	
Remedial Students (at entry)	50	DS	DS	

* "Other Races" may be underestimated due to suppressed data in one or more race categories.

TIME & CREDITS TO DEGREE

Outcome Metrics

Time To Degree (Years)

	Bachelor's Seeking-Four Year All Other Institutions (Four-Year Degrees)				
	Full-Time	Part-Time	Transfer In 30 or Fewer Credits	Transfer In 31 to 59 Credits	Transfer In 60 or More Credits
All Students	6.52	9.02	4.51	3.84	4.21
White Students	7.25		3.72	3.30	1.89
Hispanic Students	5.72				
African American Students	6.58	9.02	4.84	4.37	4.67
Other Races*	3.98		3.02		
Age 17-19 (directly from HS)	6.44	10.20	5.71		
Age 20-24	7.33	10.73	4.18	3.70	1.89
Age 25 and Over	3.30	6.83	4.60	4.05	4.67
Pell Grant Recipients (at any time)	6.55	9.51	4.62	3.90	3.39
Remedial Students (at any time)	5.63	7.60	4.31	3.30	3.30

Credits To Degree (Semester Credits)

	Bachelor's Seeking-Four Year All Other Institutions (Four-Year Degrees)				
	Full-Time	Part-Time	Transfer In 30 or Fewer Credits	Transfer In 31 to 59 Credits	Transfer In 60 or More Credits
All Students	124.95	121.82	93.38	93.75	76.83
White Students	130.00		93.13	85.50	67.00
Hispanic Students	123.00				
African American Students	124.59	121.82	93.80	102.00	78.80
Other Races*	126.00		86.00		
Age 17-19 (directly from HS)	127.44	140.50	116.71		
Age 20-24	113.57	84.00	91.53	94.20	67.00
Age 25 and Over	125.00	103.25	88.65	93.00	78.80
Pell Grant Recipients (at any time)	125.65	123.22	95.61	92.20	74.67
Remedial Students (at any time)	127.50	123.83	99.02	85.25	65.00

* "Other Races" is an average of all other race categories, since CCA does not collect data on the number of students in each category used in the average, these categories are all equally weighted.

REMEDIAL EDUCATION & GATEKEEPER COURSES

4 Year Institutions

Students Enrolling in Remedial Education (of all entering students)

	Students Enrolling in Remedial Education (of all entering students)				Students Completing All Required Remedial Courses			
	Math Only	English Only	Math & English	Any** Remedial	Math Only	English Only	Math & English	Any** Remedial
All Students	36.74%	8.03%	40.63%	85.40%	31.13%	72.73%	7.78%	23.93%
White Students	DS	DS		0.00%	DS	DS		-
Hispanic Students	DS	DS	DS	0.00%			DS	-
African American Students	36.62%	8.08%	41.92%	86.62%	31.03%	71.88%	7.83%	23.62%
Other Races*	DS	DS	DS	DS	DS			
Age 17-19 (directly from HS)	36.91%	7.99%	40.77%	85.67%	32.09%	79.31%	DS	21.22%
Age 20-24	DS	DS	41.38%	41.38%	DS	DS	DS	DS
Age 25 and Over	DS	DS	DS	0.00%	DS	DS	DS	DS
Pell Grant Recipients (at entry)	35.16%	8.07%	44.09%	87.32%	29.51%	67.86%	7.84%	22.11%

Students Completing All Required Remedial Courses

	Remedial Students Completing a Corresponding College-level Gatekeeper Courses Within the First Two Academic Years				First-Time Entry Completing College-level Gatekeeper Coursea Within First Two Academic Years			
	Math Only	English Only	Math & English	All** Remedial	Math Only	English Only	Math & English	All** Remedial
All Students	13.91%	33.33%	DS	9.12%	DS	46.47%	9.98%	56.45%
White Students	DS	DS				DS	DS	0.00%
Hispanic Students			DS		DS	DS	DS	0.00%
African American Students	13.79%	DS	DS	5.83%	DS	46.21%	9.34%	55.56%
Other Races*	DS				DS	DS	DS	DS
Age 17-19 (directly from HS)	15.67%	37.93%	DS	10.29%	DS	46.83%	10.74%	57.58%
Age 20-24	DS	DS	DS	DS		37.93%	DS	37.93%
Age 25 and Over	DS	DS	DS	DS		DS		0.00%
Pell Grant Recipients (at entry)	14.75%	DS	DS	5.94%	DS	45.82%	9.51%	55.33%

* "Other Races" may be underestimated due to supressed data in one or more race categories.

**Field is aggregated and may be underestimated due to supressed data in one or more fields.

CREDIT ACCUMULATION & COURSE COMPLETION

Progress Metrics

Credit Accumulation

First-Time Entry Students Completing Expected Number of Credit Hours in First Academic Year

	Four-Year Other	
	Full-Time Completing 24 Credits	Part-Time Completing 12 Credits
All Students	DS	DS
White Students	DS	DS
Hispanic Students	-	-
African American Students	DS	DS
Other Races*	-	-
Age 17-19 (directly from HS)	DS	DS
Age 20-24	0.00%	DS
Age 25 and Over	DS	DS
Pell Grant Recipients (at entry)	-	-

Course Completion

	Full-Time Cohort			Part-Time Cohort			Transfer Cohort		
	Credits Attempted	Credits Completed	% of Credits Completed	Credits Attempted	Credits Completed	% of Credits Completed	Credits Attempted	Credits Completed	% of Credits Completed
Four-Year Other	3,777	1,322	35.00%	128	12	9.38%	2,589	1,521	58.75%

* "Other Races" is an average of all other race categories, since CCA does not collect data on the number of students in each category that was used in the average these categories are all equally weighted.